

STARS INDICATE SCHOOLS TAUGHT BY GRADUATES OF THE HAMPTON INSTITUTE AT HAMPTON, VA.

IN AND ABOUT ALABAMA INDICATE SCHOOLS TAUGHT BY GRADUATES OF TEACHERS, AN OUT-GRADUATE OF HAMPTON

INDICATES AN INDICATION FOR THE GRADUATES OF TEACHERS FOR THE NEGRO PUBLIC FREE SCHOOLS OF THE SOUTH AND FOR HIGHER EDUCATION

A GREEK CROSS

For instance, graduates of Hampton, 753 Negro public schools, graduates in the South and West, are 17,200, in 1890. Work of Hampton Institute, "A Look at our three hundred and fifty papers, with four maps. Price one dollar. Address: Normal School, Hampton, Virginia."

NEW ORLEANS

THE HAMPTON NORMAL and AGRICULTURAL INSTITUTE.

S. C. ARMSTRONG, *Principal*.

GEO. FOSTER PEABODY, *Treasurer, New York*.

H. B. FRISSELL, *Vice-Principal and Assistant Treas., at Hampton*.

H. B. TURNER, *Associate Chaplain*.

Opened April, 1868.

This Institution is not owned or controlled by state or government, but by a Board of seventeen Trustees, representing different sections of the country and six religious denominations, no one of which has a majority.

Flying the flag of no sect, it is earnestly and actively Christian. In 1870 it was chartered by special Act of the General Assembly of Virginia, and is exempt from taxation.

Its situation on Hampton Roads, on historic ground, is advantageous in many ways.

ATTENDANCE IN DECEMBER, 1892.

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|---------------------------|-------|
| Negro young men | 330 |
| “ “ women | 208 |
| | — 538 |
| Indian young men. | 91 |
| “ “ women, | 44 |
| | — 135 |
| | — 673 |

The average age of pupils is 19 years. There are also 225 children in the Whittier School, or primary department, making a total of 898, representing twenty states and territories. There are 80 officers, teachers, assistants and managers about half of whom are in the industrial departments.

The course of study, one year in the Night and three in the Normal Classes, is four years. English branches only are taught: see catalogue.

Night students work all day throughout the year, the boys ten hours, the girls eight; studying from 7 to 9 o'clock p. m. for eleven months. Students in day classes work two days per week. While school is open the entire year, it is

reduced in number from June 15th to October 1st, by about one half, when Normal work ceases, and over one third of the Indians have "outing" among Massachusetts and Connecticut farmers.

Cost of plant \$550,000; number of buildings insured, 50.

Home dairy and vegetable farm, 150 acres. Hemenway grass and grain farm, four miles distant, 550 acres; both cultivated by students; products used or sold.

GIRLS' INDUSTRIES: House work, Laundering, Sewing Tailoring, Dressmaking, Gardening, Cooking, Printing, Training in the use of Carpenter's Tools.

BOYS' INDUSTRIES: Farming, Carpentering, House-painting, Wheelwrighting, Manufacturing of Furniture, Blacksmithing, Shoemaking, Harnessmaking, Printing, Engineering, Machine Knitting, Floriculture and the Machinist's trade. A Saw Mill, cutting annually about five million feet of pine logs, with wood-working machinery, is operated by 60 of the boys. Mechanical Drawing is taught to those learning trades. In addition, Technical instruction is given in separate shops, in the use of Carpenter's, Wheelwright's and Blacksmith's tools and in Bricklaying. All shops and industries are under the direction of skilled foremen and assistants.

In these industries are our 538 Negro and 135 Indian youth: they work together somewhat, but are generally separate, from the more technical character of the training needed by the latter.

Negroes come in most cases with little on their backs, or in their brains or pockets, to "sink or swim" in an effort for self support and education. A few, the weakest, flinch; the struggle of all to make the most of their chances is admirable; without parallel, I think, in the present education of the whites. Hundreds more than we can accommodate apply every year.

Their earnings, at a fair rate per hour or month, offset, in most cases, the monthly charge of ten dollars for board, etc., and from \$25 to \$50 a year, the annual cost of clothing, books and incidentals. Work by the piece is given, when practicable, as a better method,

The charge of \$10 a month for board, etc., is more than balanced by the actual cost of the supplies and service rendered. Food supply costs about 50 per cent. of this amount, service 25 per cent., and heating, lighting and care of rooms, house-keeping supplies and repairs, laundry and medical expenses, the remainder.

Each student receives a monthly statement of debits and credits. Last year's total charges to Negro students were \$63,011.00, and their earnings \$57,198.71; cash payments \$1,654.00; beneficiary aid \$3,114.00. Those who, through neglect or inefficiency, fail to pay up, leave: but mere poverty never keeps deserving ones permanently out of an education. Aid is given to the worthy at the right time, but those who are industrious and deserving seldom need charity.

TUITION, or the cost of supporting eighty or more officers, teachers managers and assistants, averages over seventy dollars a year to each student. This is not charged to them.

ANNUAL SCHOLARSHIPS, (\$70.00) for this tuition, are provided by individual charity, by societies, by the income of special funds and by bequests. Permanent Scholarships are founded by gifts of \$1,500, yielding \$70 a year.

FUNDS FOR GENERAL PURPOSES are equally important, and come from the same sources, in sums of from \$1. to \$5,000. *To provide for current expenses is the first and great necessity.*

To receive the benefit of a scholarship, a colored pupil must be of good character and ability, and earn or pay for board, clothing, books, etc., from a hundred and twenty-five to a hundred and seventy dollars a year, according as he shall spend the three and a half summer months away from or at the school.

Government pays for the support of 120 Indians. In addition to this number, from twelve to twenty have been maintained yearly by charity, or, in a few instances, have supported themselves. Board, etc., costs the same as for Negroes, \$10 per month, or twelve months as follows:

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|--|---|---|---|---|----------|
| Board, lodging, care, heating and lighting of rooms, | - | - | - | - | \$120.00 |
| and medical attendance, | - | - | - | - | |
| Clothing per year, | - | - | - | - | 47.00 |

making \$167.00 each, or for 120 Indians, \$20,040 per year from the National Treasury.

It thus appears that the education of an Indian costs per year $120 + 47 + 70 = \$237$; to make up this amount, \$167 is paid by government, and \$70, for tuition, by friends. Any cost in excess of this is met by contributions.

A Negro's expenses are nearly the same, averaging less for clothing, the majority paying by labor, \$10 a month, and being helped by a \$70 scholarship.

The total yearly cost of the school, including the amount credited and paid to Negroes, is not less than \$160,000.

The net cost, that provided by charity and by public aid, is upwards of \$100,000.

This net cost, divided by 673, the number of boarding students, is \$157.23, the average net cost of each boarding student.

About 75 Indians work half of each day and study half. All students in the Normal Department, including about 50 Indians, work the whole of two days each week, studying four:

All Negroes' earnings go to their credit to offset charges for board and clothing: Indians' wages, a moderate sum, based on the actual value of their work, are wholly their own ; one half is kept as savings, and the rest given to them to spend as they choose, to learn the use of money, an important lesson.

A Negro can draw each month one per cent of his savings to spend as he pleases ; also in addition, on orders approved by a school officer, enough for clothing and incidentals.

It should be understood that the Indian comes to a fully equipped Negro boarding school whose pupils need all the wage paying work they can get. We have not in the least discounted the chances of the Negroes in favor of the Indians, but the Indians' coming necessitated large extension of our industrial plant with well equipped workshops, chiefly for instruction. The total cost of building, shops and outfit, furniture and fixtures, given more especially for Indians, has been \$75,000. They share the benefit, besides, of about \$250,000 worth of buildings, industrial and other plant, provided originally for Negroes.

From long dependence on government for food and other supplies, Indians are, as a rule, incapable of the steady hard work of the Negro. The wonder is they do as well as they do. Self-support is the best condition for the progress of both races. With proper training the Indian also can take care of himself.

The spirit of our Indian students is generally excellent in both study and work. The industry and English speaking of their colored fellow students stimulate them ; the contact is helpful for Negro and Indian, broadening both, and there has been much mutual good feeling.

The Negro is educated by self-help, to which he has been accustomed. The Indian is educated by being trained to self-help, to which he is not accustomed. Labor as a moral force is the key-note of the school.

Were this a school for Indians only, it could be run like the Government schools, at \$167 a year for each pupil ; with, however, serious reduction in the number of teachers and in the variety and completeness of outfit and training.

The Negro, at the start, for the sake of encouragement, is often paid over the market-value of his labor, but is well worth his wages at graduation, his value being often increased two or three-fold by his labor drill. At the point of skill he leaves us and a new hand takes his place.

From his standpoint all is hard earnings ; his ten hours' daily work means punctuality, attention and discipline, which create skill, character, good habits, and fit him to earn a living in the world. That instruction is as important as production, is a fundamental idea. The point is what the shop can do for the boy, not what the boy can do for the shop ; at the same time the shop must be worked for all it is worth. While one dollar earned is better than two dollars given, the point in view is to create skill rather than to make profit, and to teach the dignity of labor.

What becomes of those trained at the Hampton School?

Of Hampton's 336 returned Indian students now living, but 35 have been disappointing or bad ; the rest have done from fairly well to excellently well, as teachers, catechists,

farmers, mechanics, (21 are carpenters), teamsters, herders, laborers, clerks, etc. Eighteen are teaching or employed in schools; twenty-three are attending other schools. Forty-six have married well and are in good homes. A careful record of each is kept, open to inspection, and annual visits are made to most of them. Indians are fickle; their conduct is full of surprises; but for people not compelled to work for their living, their conduct is most encouraging.

Their health, while needing much care, is no longer a source of alarm. Since 1885, with an average yearly attendance of one hundred and thirty-five, the death rate has been one a year.

Nine-tenths of our 759 Negro graduates, besides many under-graduates, have done good work as teachers, and about three-fourths have made it their life work, working also in the Sunday School and Temperance causes. Not less than 30,000 children were under their instruction last year. Since 1870, they report having taught over 135,000 children. The over 20,000 free Negro schools of the South need nothing so much as well trained teachers. Virginia's two thousand free colored schools are not nearly supplied. Many of the Negro preachers and teachers of the South are "blind leaders of the blind." No harvest field in the land or in the world is more hopeful or more urgent than this; it is vital to the country. The North and South are working together for the Negro, for whose education the latter has given, in taxation since 1870, about forty millions of dollars, and the former, in donation about seventeen millions. About a million a year now comes from the North, and over three millions yearly from the Southern States, for Negro schools. The South supports the free schools, the North maintains institutions for providing them with teachers. Of these there are over twenty-five, mostly under the churches, and having in training about 5,000 select young men and women.

We expect, in a few weeks, to publish a book, "Twenty-two years' work of Hampton Institute," to contain brief sketches of the 723 graduates of the school, classes '71-'90, and of 440 Indian students who have returned to the West after one or more years here.

The Negroes' opportunity at Hampton is thus illustrated : A graduate of the class, of '91 on leaving said : "I came with but seventy-five cents in my pocket ; have been here five years, have got an education, have learned how to work and something of how to behave, and have not paid a dollar of cash into the school, but have paid my own way entirely by my own labor and have just drawn from the Treasury eighty-five cents, the balance remaining to my credit."

The Hampton School needs not less than SIXTY THOUSAND DOLLARS A YEAR from the friends of the Negro and the Indian to pay its current expenses.

This is in addition to the public appropriations ; which are from the State of Virginia, Land Script Fund \$10,000 and from the proceeds of the Morrill Act of 1890, for its work as an Agricultural College for Negroes, \$5,000 a year ; from the U. S. Government, \$20,040 for Indians, (not charity, but due them under treaties for lands and rights ceded); and an annual income from investments and rentals, about \$12,000. Appropriations are also made from the Peabody and Slater Funds. Full reports of receipts and expenditures are sent to all contributors.

The School asks for gifts of Scholarship, (\$70.00), or for any amount from a dollar upward to meet current expenses, and for a permanent Fund.

It has attained its growth. Its annual cost has reached its maximum, and for the past three years has shown no material variation. Its development must hereafter be intensive rather than extensive. Improvement in all departments was never so marked as now.

It has now no paid agent for collecting money, and no society at its back. It has \$300,000 bearing interest, and it hopes finally for an endowment of, at least, a million of dollars. In accumulating this fund, legacies have been a vital aid.

It commits its work to the country and to the Providence that has, for twenty-four years, so wonderfully blessed it.

Gifts may be sent by check on any bank, by registered letter or postal order, to the Treasurer of the HAMPTON NORMAL AND AGRICULTURAL INSTITUTE, Hampton, Va., or to the undersigned.

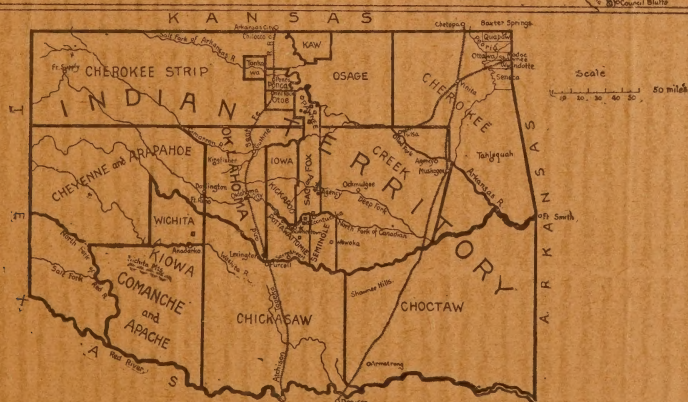
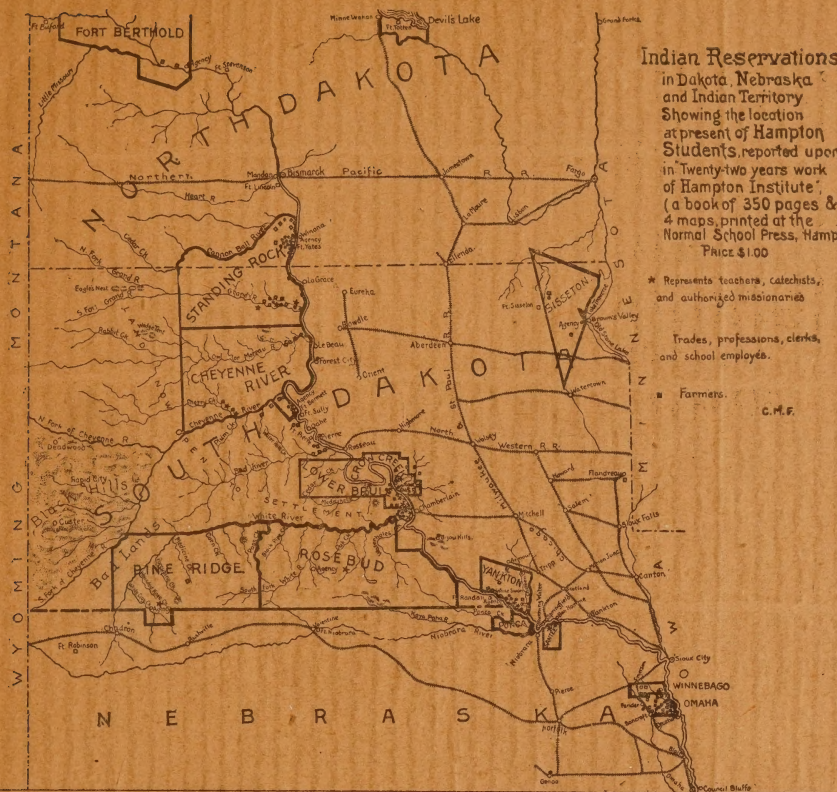
S. C. ARMSTRONG, *Principal*,

Hampton, Va., December, 1892,

Form of Bequest.

I give and devise to the Trustees of the HAMPTON NORMAL AND AGRICULTURAL INSTITUTE at Hampton, Virginia, the sum of ————, payable, etc., etc.

LOCATION & OCCUPATION OF RETURNED INDIANS FROM THE HAMPTON N. AND A. INSTITUTE, HAMPTON, VA.



Hampton Normal and Agricultural Institute. HAMPTON, VIRGINIA.



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|-----------------------------|--|---------|-----------------|---|-----------------------------|
| Winona Lodge | Virginia Hall | Library | Memorial Chapel | Academic Hall. | Huntington Industrial Works |
| Girls' Cottage | Offices | | | Science Building | |
| S. C. ARMSTRONG, Principal, | H. B. FRISSELL, Vice Principal and Chaplain, | | | GEORGE FOSTER PEABODY, Treasurer, (10 Wall Street New York) | |
| | | | | H. B. TURNER, Associate Chaplain, | |